

## Textbook Alignment to the Utah Core – 6<sup>th</sup> Grade Fine Arts – Visual Arts

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list  
([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).) Yes \_\_\_\_\_ No \_\_\_\_\_*

Name of Company and Individual Conducting Alignment: \_\_\_\_\_

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 6<sup>th</sup> Grade Fine Arts – Visual Arts Core  
curriculum

Title: \_\_\_\_\_ ISBN#: \_\_\_\_\_

Publisher: \_\_\_\_\_

Overall percentage of coverage in the *Student Edition (SE) and Teacher Edition (TE)* of the Utah State Core Curriculum: \_\_\_\_\_%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_%

**STANDARD I: (Making):** The student will explore and refine the application of media, techniques, and artistic processes.

Percentage of coverage in the *student and teacher edition* for  
Standard I: \_\_\_\_\_%

Percentage of coverage not in student or teacher edition, but covered in  
the *ancillary material* for Standard I: \_\_\_\_\_%

	Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or</i>
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OBJECTIVES & INDICATORS				<i>ancillaries</i> ✓
<b>Objective 1.1:</b> Explore a variety of art materials while learning new techniques and processes.				
<b>a.</b>	Use <b>one point, linear perspective</b> to create an <b>illusion of depth</b> .			
<b>b.</b>	Portray distant objects higher on the drawing paper.			
<b>c.</b>	Use the <b>horizon line</b> to represent eye level in artwork. <ul style="list-style-type: none"> <li>Strategy example: When drawing a scene from life, draw a horizon line on the paper and place objects relative to it in the same way they relate to the eye level in the real scene; e.g., above, below, directly on.</li> </ul>			
<b>d.</b>	Create the illusion of depth by portraying parallel lines that move away from the viewer to converge at a point on the eye level.			
<b>e.</b>	Show cast shadows as darker directly under the object casting them.			
<b>f.</b>	Fuse cast shadows that overlap.			
<b>g.</b>	Draw cast shadows to describe the form or surface upon which they fall; e.g., the cast shadow of a pole falling on stairs, a cast shadow falling on a ball, the cast shadow of a pencil falling on a pile of blocks.			
<b>h.</b>	Use <b>highlight, halftone, shadow side, shadow edge, and reflected light</b> to shade objects.			
<b>i.</b>	Create an artwork that has five distinct value changes from light to dark.			
<b>j.</b>	Render cast shadows as darker, grayer, and less intense versions of whatever color they fall on.			
<b>k.</b>	Render objects in the distance as grayer and/or bluer than those in the foreground.			
<b>l.</b>	Manipulate lines and their direction to show the shape or direction of the surface they are describing.			
<b>m.</b>	Create a <b>3-D</b> form by scooping, carving, or cutting away			

	parts from the whole.			
<b>Objective 1.2:</b> Predict the processes and techniques needed to make a work of art.				
<b>a.</b>	Consider a variety of ideas before starting a work of art.			
<b>b.</b>	Make <b>thumbnail sketches</b> , storyboards, or verbal descriptions to help organize art ideas before beginning the actual piece.			
<b>Objective 1.3:</b> Handle art materials in a safe and responsible manner.				
<b>a.</b>	Handle art tools and materials so their inherent danger is minimized.			
<b>b.</b>	Dispose of waste materials in keeping with EPA standards and appropriate recycling methods.			
<b>c.</b>	Clean and put back to order art making areas after projects.			
<b>d.</b>	Respect other students' artworks as well as one's own.			
<b>STANDARD II: (Perceiving): The student will analyze, reflect on, and apply the structures of art.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Analyze and reflect on works of art by their elements and principles.				
<b>a.</b>	Describe the three properties of color: <b>hue, value, and intensity</b> .			
<b>b.</b>	Differentiate and identify colors by value and intensity within works of art.			
<b>c.</b>	Compare/contrast ways in which artists have used elements such as line, shape, color, value, and texture in both significant <b>2-D</b> and <b>3-D</b> works of art.			

d.	Hypothesize ways artists choose to use certain elements or principles more abundantly in their works than others.			
e.	Point out the use of line, shape, color, value, and/or texture in works created by students.			
<b>Objective 2.2:</b> Create works of art using the elements and principles.				
a.	Modify the value of colors in artwork to create intentional effects.			
b.	Create the illusion of depth in works of art.			
<b>STANDARD III: (Expressing): The student will choose and evaluate artistic subject matter, themes, symbols, ideas, meanings, and purposes.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> Explore possible <b>content</b> in art prints or works of art.				
a.	Select themes or symbols appropriate for describing an idea or personal experience in art.			
b.	Group artists and their works according to <b>style</b> or similar visual characteristics.			
<b>Objective 3.2:</b> Discuss, evaluate, and choose symbols, ideas, subject matter, meanings, and purposes for artworks.				
a.	Portray a familiar environment using linear perspective.			
b.	Evaluate a significant work or works in terms of <b>craftsmanship</b> , concepts, objectives, creativity, beauty now, and beauty when it was created.			
c.	Create a work of art portraying an object or animal important			

	to the student.			
<b>Objective 3.3:</b> Explore video, film, CD-ROM, and computers as art tools and artworks.				
<b>a.</b>	Explore the use of technology in art; e.g., video, film, computer software, laser disc, CD-ROM.			
<b>b.</b>	Create a work of art using one of these available technologies.			
<b>STANDARD IV: (Contextualizing): The student will interpret and apply visual arts in relation to cultures, history, and all learning.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Compare the arts of different cultures to explore their similarities and diversities.				
<b>a.</b>	Compare/contrast art forms, past or present, in terms of subject matter, culture, and history.			
<b>b.</b>	Infer ways the availability of resources, technologies, and social conditions have affected artworks.			
<b>Objective 4.2:</b> Connect various kinds of art with particular cultures, times, or places.				
<b>a.</b>	Explain how experiences, ideas, beliefs, and cultural settings can influence the students' perceptions of artworks.			
<b>b.</b>	Describe the impact of significant works of art in the time and place they were created.			
<b>c.</b>	Hypothesize if the meanings of significant works of art change over time.			
<b>Objective 4.3:</b> Recognize the connections of visual arts to all learning.				

<b>a.</b>	Explain how significant works of art allow nations to understand one another.			
<b>b.</b>	Predict how knowledge of visual arts might benefit lifelong learning.			
<b>c.</b>	Hypothesize the role of visual arts in modern electronic media.			